OCT 4 1927

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Journal of EDUCATION

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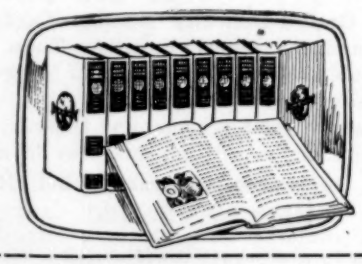

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

The Electrifying Plow

DONALD WOODWARD, Leroy, N.Y., has a plow which enriches the earth by plowing into it a high electrical voltage as the plow goes on its way serenely.

This electrifying plow was invented by L. Roe, of Pittsburgh, Pennsylvania, who says it carries 100,000 volts of electricity, which is sent thrillingly through the soil as it goes along.

This vast voltage of electricity is said to destroy all weeds and harmful bacteria.

It also renews the fertility of the soil of depleted farm land, and produces crops in record time.

It is claimed that the use of this plow in a buckwheat field freed the land of quack-grass and weeds. The buckwheat seed germinated in eighty hours, and buckwheat plants grew twice as high as those in one-half the field that was plowed without electricity and fertilized with "200 pounds of fertilizer to the acre."

It is equally true that electrical voltage in education can accomplish as much relatively as is claimed for Roe's 100,000-volts-of-electricity plow; that it will do more in promoting educational achievement than two hundred pounds of traditional academic fertilizer.

Francis W. Kirkham, superintendent of Granite District, Salt Lake City, is promoting a crimeless generation more wonderful in electrifying human character than anything of which we ever heard before 1926.

Superintendent Daniel J. Kelly, Binghamton, N.Y., has electrified the entire school sentiment of a city of 75,000 persons through the unified voltage of the teachers, principals and supervisors.

J. L. Brewer, high school principal, Polk county, Tennessee, electrified 6,623 citizens of that mountain county when in one day the students of his high school made 168 addresses at meetings in the thirty-six schoolhouses of the county.

There isn't a state in the Union that hasn't school men and women plowing electrical educational voltage into the community life as wonderfully as Roe's electrical plow is said to do.

An Anaemic Professionalism

THERE is no more serious indication of an anaemic professional condition than to think that any organization is the last word. The worst phase of the static condition of the professionalism which followed the progressive spirit of Horace Mann was the temporarily fatal rupture between an educator's organization and a teacher's organization.

It was only forty years ago that the old club-like National Education Association hibernated because the old-timers thought the new was a commercialized institution. It is hardly a third of a century since the creation of the National Education Association of the 'eighties tried to outlaw the enterprising young men who took the reins out of their hands, and those who retired sulked.

It is only fifteen years since a shrewd group of enterprising men took over the entire management of the National Education Association and naturally those who were retired sulked.

We have watched this series of retirements for sixty years and we have never been sufficiently involved in any group to have been retired, consequently we have never been tempted to sulk, and we sincerely hope that we may avoid an experience that will produce the anaemic professionalism which seems to produce a sort of creeping paralysis which makes continuance in well-doing impossible.

Unless all signs fail the headquarters management is sufficiently stabilized to be independent of any temporary interference with headquarters, and at the same time we are entirely sure that headquarters will never endanger the stability by having power sufficient to be officially mischievous.

Really it has been a joy to see the prospective stability of what is now the greatest professional organization in the world.

The cartoonists are certainly having a great time over educational conditions in Chicago.

Rutgers University

RUTGER'S UNIVERSITY, New Brunswick, New Jersey, has been elaborately studied by the United States Bureau of Education on the basis of its being the State University of New Jersey. It is a revelation to the world out of the state in many respects.

Calling attention to the fact that New Jersey contains a compact population devoted almost entirely to manufacturing, business, and intensive agriculture, the report points out that the logical objectives of this institution would appear to be higher education of the youth of the state in these particular fields. The survey emphasizes the fact that the institution is without a strong school of business and commerce, and that its work in research for the benefit of the state's industries is limited, although an excellent department of agriculture is being maintained.

The inquiry of the surveyors into the question of the supply of high school teachers for the public schools of New Jersey revealed that a considerable percentage of these are being drawn from outside institutions due to the fact that the state has failed to demand from the University well developed and varied work in the training of high school teachers.

The survey is of unusual interest in many respects. The school world nationally has not adequately thought of Rutgers as a State University in the popular use of that term.

From Pastorate to Presidency

Another interesting election of a university president is that of Rev. Avery A. Shaw to the presidency of Denison University, Granville, Ohio. He is from the Emmanuel Baptist Church, Brooklyn. This is the third university president elected from a pastorate. The other two were from Newton, Massachusetts, one a Methodist, one a Congregationalist. Although Mr. Shaw was in Brooklyn for twelve years he was for some years pastor in Brookline, Massachusetts, within hailing distance of Park and Harper!

Arthur H. Chamberlain's Paper

ONE of the vitally important papers at Seattle, which we are using in this issue, was by Arthur H. Chamberlain on the relation of the National Education Association and the State Associations. No one in the country could speak on this subject with any such wisdom as can Mr. Chamberlain, who is the one authority on this subject, for he has fathered the State Association idea from its birth; has had the oldest and most complete official organization with an editorial vision of the place of the State Association magnified; and has materialized it brilliantly.

This paper marks an epoch in the educational history of the United States. It should be published in every educational magazine, for there will be repeated occasions to line up all varieties of school people on this presentation by Mr. Chamberlain.

For the second time an alumnus of the University of North Carolina wins a Pulitzer award.

A Clearing House for *Your* Problems

The problems of education are both great and small. Often the smaller problems consume so much of the active school man's time that he has little left for the larger ones.

To select the events of major significance and present them in its pages, has always been the aim of the Journal of Education. Trifles have had no undue emphasis here. Nor will they ever have.

Nevertheless—the Journal is to have a new department in which some of the minor matters connected with school administration will be treated. The purpose will not be to magnify these details, but to assist busy executives in performing their work efficiently, so that they may have more time to devote to whatever they deem of prime importance.

The new feature will start in our issue of October 24 and will appear each week. We have been fortunate in obtaining as editor of this feature an unusually gifted and successful official actively engaged in public school work. The editor, whose name will not be disclosed, invites readers of this magazine to send along queries and suggestions.

The department is an experiment. Its continuance will depend upon its usefulness to our readers. It can be made a veritable clearing house for the exchange of plans, hints, discoveries, and solutions.

Address your letters to "Editor of School Problems," in care of this office.

Whatever is of concern to you in your work will be of interest and concern to others. If you don't know, ask. If you do know, pass along your knowledge.

The Inglis Lectureship

WE KNOW of no memorial with greater personality than "The Inglis Lectureship in Secondary Education of the Graduate School of Education, Harvard University." Alexander Inglis, 1870-1924, devoted his life to the scientific and professional study of the vital problems of Secondary Education, and his colleagues and other friends have provided a fund for the maintenance of this lectureship. Few educators have devoted as many years to one line of school problems with as valuable results as did Professor Inglis, and this lectureship will for all time have presented new light on new phases of the problems in the field of his interest. These lectures are published annually by the Graduate School of Education of Harvard University.

The lecture for 1927 is by Abraham Flexner, whose subject was "Do Americans Really Value Education?" They are for sale by the Cambridge University Press.

Fannie Hurst is the world's highest-paid short-story writer.

North Carolina continues to hold fourth place in the internal revenue report of the government. New York leads with $755,079,237, Pennsylvania is second with $258,763,804, Illinois is third with $217,378,698, then North Carolina is fourth, $205,651,675, only $12,000,000 below Illinois.

Pensioned Bostonians

TWENTY-ONE public school teachers of Boston retired on pensions this September. Two have taught 50 years; two, 49 years; one each, 48, 46, and 45 years; two, 43; two, 40; one, 39; two, 38; one each, 37, 35, 34, 33, 31, 27, and 21 years. Few Boston teachers now wait till they are seventy years of age before they retire. With a pension for life of half the average salary of the last few years there is little likelihood that many teachers will stay in schools till they are retired by law.

The Platoon System is fully adopted in thirty-four cities.

New-Type Examinations

THE University of California is trying to discover "New-Type Examinations" under the direction of Dr. G. M. Ruck and Dr. George A. Rice. There are to be prizes awarded to teachers and students of education. This is an interesting departure and all desired information regarding the contest can be obtained by writing either Dr. Ruck or Dr. Rice at the University.

Belding's Page

NOT SO STUPID

A MISS of eleven was comparing notes the other day with her brother, a year or so older, whose cast-off teacher of the year previous the sister is now trying out.

"Oh, say, Dickie," she asked, "did Miss Anderson always tell you that your class was the worst she ever had?"

"Sure she did. Why? Does she tell you that?" the brother rejoined.

"Yes, she does. And I asked Nancy Prout, who had her three years ago, if she used to tell them that, and she said it was just the same."

Miss Anderson may remain ignorant to the end of her days regarding the shadow of fraud which attaches to her reputation as a result of this pupil's check-up and the publicity she is certain to give to it.

A constant strain of pessimism is a sign of a worn-out or unfit teacher. What inspiration can such a teacher possibly bring to a class of naturally jubilant boys and girls?

A teacher who dwells upon the low calibre of her class will always have a class of low calibre. She will never bring out the best, because she is not expecting or looking for it.

Children may be much keener than they seem. It was one of the "dullest class ever" that conceived this little scheme of checking up a suspected teacher.

MORE THAN PUNCTUAL

A CERTAIN professor was asked to prepare an article for a daily paper and to have it ready by a certain date. The manuscript arrived several days ahead of schedule, with this comment: "In accordance with what I expect of my students, I am sending this in ahead of time."

Rare as consistency is, it does put in an appearance now and then, and when seen is quite dazzling. In this instance performance matched precept, even when the ones who listened to the precept of promptness were not in position to know whether the preceptor was himself performing promptly or not. Perhaps he told them later, as he told the editor.

Promptness is one of the main studies in the curriculum of the lower and high schools. The colleges do not emphasise it in all cases.

A nine o'clock class appointment frequently does not mean nine o'clock, but five or seven or ten minutes past the hour, according to the time required for passing between halls. A margin has to be allowed, of course. But why not allow it before the hour instead of after?

There are men out in the world of affairs today who have never caught up with the procession; men and women who are always behind about seven minutes for every engagement. They cannot seem to realize that nine means nine and ten means ten. Punctual people who did not go to college point to these delinquents and whisper unkind words about the habits of idleness which colleges produce. This one semblance of lassitude can easily be eradicated by having the hour of college appointments mean what it purports to mean.

Let us have more professors, also, who call attention of their students to the importance of being forehanded. Lord Nelson once ascribed whatever success he had attained in life to keeping fifteen minutes ahead.

IT SOUNDS JUST LOVELY

THE schools, it seems, are not giving long enough vacations to suit some of the summer resort and tourist interests. A spokesman for these interests suggested the other day that it would be much better if the summer recess began a week earlier and ended a week later.

School executives will be surprised to learn that the educational calendar really does have an influence upon the habits of vacationers. An impression had somehow been gained that parents who wanted to go to lake or seashore for the summer went when they got ready and returned likewise, school or no school. It is encouraging to learn that vacation dates do matter.

Of course the schools haven't very much to do during their brief terms. The loss of two weeks—why, that would be nothing!

Suppose, for the sake of argument, the vacation were to be lengthened as desired by the representative of the resort business—what then? Many parents would quite forget that a concession had been made, and there would be the same planning to leave town ahead of the stated vacation and to come back a few days or weeks later.

It might be more to the point to lengthen the school year a week at each end, in order to enable the sons and daughters of flitting parents to eke out a school term of proper length, despite curtailments.

However, let us not take the gentleman's request too seriously. He may have said it just to please the big boys and girls in his audience.

Anson W. Belding

Associate Editor.

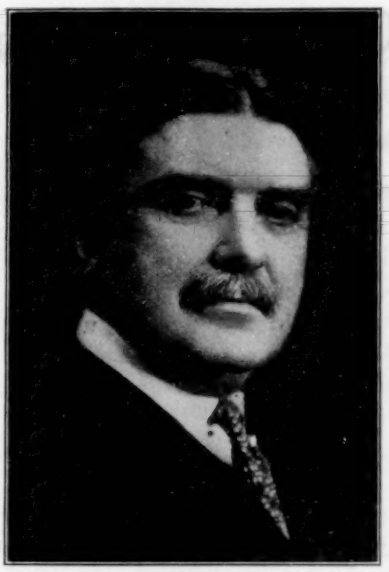
Men of Achievement—II

By A. E. WINSHIP

L. M. Dillman

THE creation of the new headquarters of the American Book Company at 88 Lexington avenue, New York City, awakens a train of thought such as we have not enjoyed in many a day.

The organization of the American Book Company in the spring of 1890—thirty-seven years ago—was one of the most thrilling events in many respects in American educational history. It was co-ordination of the hectic energy of all of the brains of book making that had then been developed outside of New England.



L. M. DILLMAN

This is not the time nor have we the space to tell the story of one of the greatest events in the professional life of the United States. It was absolutely inconceivable that all the great school book publishing houses of New York City and Cincinnati that appeared to be in a death grapple should announce a family love feast.

Few are now active educationally who felt that earthquake shock, and L. M. Dillman, whom I had known for eighteen years before that thrilling event in one of the most virile companies of war times, has been a vital factor in the years that have rolled along as the public schools have multiplied and use of school books has increased in geometric ratio.

It can mean to no one else what it means to me to have Mr. Dillman, the skilful and masterful president of this corporation, carrying responsibility serenely, create a great building, equipped with every modern convenience and administrative luxury in the heart of the great city of the world.

This is not the occasion for a personal tribute, but rather an opportunity for professional appreciation of the school book business.

Since the American Book Company was created in 1890 probably a quarter of a billion people in the United States have learned to read and write, to spell and cipher, have learned something of history and geography, of nature and human nature, how to be healthy and more or less wealthy, they have learned the essentials of good manners and morals, civilization has been maintained and advanced; libraries, public and private, have been multiplied; magazines have come in swarms, and daily papers are like a cloudburst, morning, noon, and night; and every one of the millions of people reading today learned to read from a school book.

Occasionally we read of a man who suddenly forgets who he is, where he is, and it is of sufficient consequence for daily papers to publish the fact. Suppose this disease should sweep through the United States like an epidemic, and every one in the United States should forget everything that he is indebted to school books for, should forget how to do

NEW OFFICES OF AMERICAN BOOK COMPANY, 88 LEXINGTON AVENUE, NEW YORK

anything that he learned to do by the use of school books.

That is inconceivable, of course, but think for a moment what it would mean. There would be no business done by anybody anywhere, no manufacturing, no reading, no writing, no civilization anywhere!

Let us be more reasonable; let this happen only to persons whose teachers had never seen a book published by the American Book Company, or by any of the publishing companies that became the American Book Company in 1890, had seen no readers, no spellers, no copy books, no arithmetics, no geography, no history, no dictionary, no professional books, no books on literature, nature study, agriculture; no music or drawing books.

What would happen to civilization if every person in the world should forget everything that he learned in any school taught by any one who had been influenced in the most indirect way by L. M. Dillman and the school books published by his company and contributory companies!

I was associated with Mr. Dillman incidentally fifty-five years ago, and for forty-two years my business has broadcasted Mr. Dillman's business in every state in the Union, and practically in every nation on the globe.

I can but feel a thrill of pride and pleasure that I have the opportunity to say this much by way of appreciation of a friend of large achievement in a great profession upon which civilization in a large measure rests.

Personality Training for College Entrance

By E. E. DODD

Southwest Teachers' College, Springfield, Missouri

AS THE schools of the country incline more and more in the direction of social utility and efficiency, the personality factor of the pupil forces itself into the foreground. One evidence is the growing tendency on the part of colleges and universities to regard personality as a prospective test for admission. While still laying major emphasis on scholarship as the entrance requirement, the higher institutions now welcome other tests. They realize more than heretofore that there are factors apart from scholarship which determine to no little extent the capability of the young person in his school life, and his promise of efficiency in his after-school life.

Certainly no minor test can serve a better purpose, when it is properly applied, than the personality test. While scholarship and character largely determine what a person *is*, his personality largely determines what he can *do*. A school is properly judged mainly by what its product can do.

Personality has to do with the personal relationships, with understanding human nature, with getting along well with people. Good personality makes the individual more pleasing in his relations with people; it gives efficiency to what he says and does; and it inspires the confidence of people. Outside of school circles it figures in countless selective processes in the social and business worlds.

But upon what source can the college and university draw for personality of the desired quality? Is it to be the product of favored families only? Or, again, of fortuitous circumstance? Or, is there a third source, the secondary school, which will play a vital part in developing it?

That inheritance plays a part in personality, as it does in mathematical ability, no one will deny; but we do not depend upon inheritance for college entrance. Neither do we depend upon the knowledge which a student gains in desultory fashion for college entrance. The secondary school is the agency through which the college entrance requirements are realized, and systematic training is the means it employs. If, then, good personality is to become an entrance requirement, the secondary school should devote itself to training for it.

That time-worn expression, "It can't be done," is no longer valid. Personality training is now taught with results as measurable as we gain from mathematical training. To say that it cannot be done is to say that the proprieties cannot be observed, that personal appearance and bearing cannot be improved, that conversational ability cannot be acquired, that personal faults cannot be corrected, or that personal qualities cannot be developed; or, again, it is to say that one's relations with people cannot be studied and improved, and that human nature cannot be analyzed and its mainsprings applied. Dr. Catherine M. Cox, psychologist, has quite recently expressed the opinion that personality qualities can be *more* readily cultivated than intellectual ability. My own experience as a teacher of personality training confirms her statement.

There is no more productive field to which the secondary school can apply itself. Good

personality has both fibre and finish qualities; it gives expression alike to character and to the personal graces; it has an everyday, practical value and a lifetime tenure; it enriches the personal relations, making them more agreeable and effective. Moreover, its values apply equally well to those who do not go on to college. If the secondary school is to serve as the poor man's college, personality training should have a prominent place in its curriculum.

But the training for personality should not be confined to the secondary school. The intermediate school and the college itself should have a part in it. Good personality stands for a large percentage of the average person's happiness and success, but even if the percentage were smaller, why should not the schools train for it as they now train for other less worthwhile acquisitions? In the words of Edgar A. Guest: "Improve your mind? Yes, with the books on the shelf. But give time and thought to improving *yourself*." In the words of another, "If the school course makes the boy or girl more interesting, more lovable, more of a person, then it is commendable education."

The pupil whose personal development is not systematically provided for is denied a portion of his birthright. The value of good personality to the young person, whether his destination is college or not, is such as to impose a serious obligation on the progressive school man, that of setting in motion the agencies for developing this important factor in his own school.

Sources of Revenue for School Support

By T. H. HARRIS
State Superintendent, Louisiana

MOST states in the Union, probably all of them, collect taxes other than *ad valorem* for state purposes, but in not many cases are such taxes dedicated specifically to the support of the public schools. Since, however, it is the custom of nearly all of the states to aid the schools with legislative appropriations, the public schools of many states are supported in part by taxes other than *ad valorem* taxes.

The usual sources of special state taxes for the support of the state governments are incomes, inheritances, insurance companies, various occupations, bank deposits, capital stock of building and loan associations, capital stock or earnings of railroads, express companies, telephone and telegraph companies, and such natural products of the soil as oil, gas, lumber, sulphur, salt, sand and gravel. In some of the states the state revenues are made up entirely of special taxes of the kinds mentioned, while in others they supplement *ad valorem* taxes levied on the state assessments.

A few examples will suffice to indicate the general practice throughout the nations:—

Georgia levies state taxes on the professions, inheritances, insurance companies, insurance agents and the occupations.

Kentucky taxes bank deposits and the capital stock of building and loan associations.

Michigan taxes railroads, express companies, insurance companies and inheritances.

Minnesota collects state taxes on the earnings of railroads, insurance companies, telephone and telegraph companies, freight lines, occupations and inheritances.

Louisiana taxes for state purposes occupations, inheritances, tobacco, and such natural products as oil, gas, sulphur, salt, lumber, sand and gravel.

A roll call of the states would show that but few of them rely wholly upon *ad valorem* taxes for the funds necessary to support the state governments, but that practically all of them raise state revenues from special sources.

The state school revenues fall principally into the following classes:—

1. Permanent state school funds.
2. Direct legislative appropriations.
3. A certain millage on the state assessment, dedicated specifically to public education.
4. Special state taxes set aside by the Constitution or legislative enactment for the support of the public schools.

The permanent state school funds represent the proceeds of sale of school lands or other principal that was set aside for education and on which the state or private borrowers pay a certain annual interest for its use. In most of the states the permanent state school fund is small, but in a few it is large, constituting an important item of school revenues.

Texas, for instance, exercised the wisdom of reserving her public lands for the support of education when she entered the Union, with the result that she has accumulated a permanent state school fund that yields annually about $3,000,000.

Other states conserved their school lands, and their children are now and will continue to be for all time the beneficiaries of their wisdom.

In most of the Southern states many of the school lands were sold, and the proceeds stolen

during the reconstruction period, and as a result the permanent state school fund in most of the Southern states is relatively small.

The legislative practice of making direct appropriations for the support of the public schools is general throughout the country, and it can be asserted, therefore, that in many states special state taxes are employed to support education; to illustrate:—

The State of Michigan appropriates annually about $15,000,000 for education, and a part or all of these funds are realized from special state taxes.

Minnesota sets aside for the public schools about $10,000,000 a year, and three-fourths of this sum comes from special state taxation.

Numerous other examples of the same kind could be cited.

Several states, notably those of the South, specify in the law a definite minimum of *ad valorem* taxation, both state and local, which must be used for the support of the public schools. The Constitution of Louisiana, for instance, requires that at least twenty-five cents on each $100 of the state assessment, and thirty cents on each $100 of the parish assessment shall be devoted to the support of the public schools, and several other states have similar requirements. Usually, however, state school funds are secured through legislative appropriations and local *ad valorem* taxes through local taxing bodies or by authorization of the taxpayers.

I pass now to the real purpose of this paper, namely: To what extent do the states raise taxes other than *ad valorem* taxes for school purposes, and dedicate such indirect levies specifically to public school support?

Practically all of the states collect a head or poll tax and devote it to educational purposes. In most states the poll tax is paid into the state school fund and distributed to the local subdivision, while in others it is paid into the school treasury of the local sub-divisions where it is collected. It may be stated in general that the public schools of the nation are supported mainly by taxes levied on state and local assessments, or *ad valorem* taxes, and that the number of states that report to the taxing of special classes of property for the raising of substantial sums for public school support is small. A few states have, however, entered this special field of taxation.

Arkansas levies a state tax on cigars and cigarettes and dedicates the proceeds to the support of public education. The sum realized annually is about $800,000, and in addition a state income tax, netting the negligible sum of approximately $25,000, and a severance tax, yielding somewhat in excess of $270,000 a year, are devoted to the support of the public schools. Arkansas receives, therefore, for the support of her public schools from sources other than *ad valorem* taxes, state taxes amounting to about $1,000,000 a year.

The state of South Dakota has, for the last two years, levied a tax on cigarettes, and devoted the proceeds to providing buildings at the higher state educational institutions. The sum realized from this source has been quite substantial, and there is now a demand from certain influences that the proceeds of the cigarette tax be turned into the General State Treasury.

Tennessee collects a tobacco tax, one-third of which plus $250,000 annually is required to be used to support the public schools. The school forces of Tennessee are demanding that all of the tobacco tax be dedicated to public school purposes.

The Texas public schools receive annually about two and a half million dollars from special taxes on occupations, gasoline, oil and sulphur.

The schools of Vermont receive a negligible sum from license fees paid by peddlers, auctioneers and certain other classes of workers, and the same practice of devoting certain license fees to the support of education prevails in West Virginia. The sums realized, however, from these sources are insignificant.

Wyoming is one of the most favored of the states in the matter of school revenues from special state sources. A special tax is levied on the oil produced by wells located on public lands, and the proceeds of this tax are dedicated to the public schools. The revenues from this special source amount to approximately $400 a year for each teacher employed in the public schools.

The Montana public schools are aided by a tax which yields approximately $1,000,000 annually from a tax on inheritances, gasoline and oil royalties, and on metal taken from mines.

South Carolina is perhaps the best example of all the states of the Union of a state that is seeking sources of revenue other than *ad valorem* taxes for the support of education. That state taxes tobacco products, inheritance, incomes, legal conveyances, soft drinks, shotgun shells and certain natural products of the soil, and realizes from these special sources for school purposes several million dollars a year.

In 1920 the Louisiana Legislature imposed a state tax of 2 per cent. on the gross output of such natural products of the soil as oil, gas, sulphur, salt, lumber, etc., and dedicated the

proceeds for four and a half years to the building of a physical plant at the State University. The amount realized from this source was slightly less than $5,000,000. The tax is now being used to provide improvements at all of the state-supported institutions, though there is no legal requirement that it be so used.

The Louisiana Legislature of 1926 provided for a tax on all tobacco products of one cent on each retail sale of 10 cents or fractional part of 10 cents, and named the public schools as the beneficiaries of the funds secured from this source. Collections so far indicate that the annual proceeds of the tobacco tax will approximate $2,000,000.

Protest against relying wholly upon *ad valorem* taxes to meet the growing demands of the public schools is nationwide, and the conviction is well nigh universal that new sources of public school funds will have to be found.

How will the tax problem be solved? Will the school boards be able to lessen materially the expense of educating children by shortening the periods required to complete elementary, high school and college courses? I am inclined to think that they should, but there is nothing to indicate that they will. Will the cost to the public be diminished by requiring students who wish to pursue high school and college courses to pay a considerable portion of the cost of such courses? Numerous thoughtful men are advocating such a procedure as a means of meeting the annually growing demands for school funds and of securing student-bodies mentally equipped to do satisfactorily high school and college work. That plan will probably not prove the way out of our financial difficulties, for we are committed in this country, irrevocably and properly, I think, to the principle of providing instruction for the masses at public expense, from the kindergarten through the university.

In order then to secure the funds required to finance the kinds of education that the people are demanding, shall we continue to ask the taxpayers to increase from year to year their *ad valorem* taxes, or shall we seek supplementary sources of taxation which will yield the revenue required at a minimum of hardships upon those paying the taxes?

We shall probably find it necessary to continue the practice of using *ad valorem* taxes for the support of the schools to such extent as they can be secured, but if we are to keep pace with the demands of the public for superior school facilities, we shall, I believe, find it necessary to turn to special sources of taxation for the required funds to a very much greater extent than is now the practice. Legislatures will have to be induced, I think, to tax such sources as incomes, inheritances, occupations, tobacco products, cosmetics, soft drinks, prescription whiskey, the natural products of the soil, etc, and if we hope to have the public schools receive their proper share of such funds, we shall have to make sure that education is named in the law as the beneficiary of these revenues, for legislatures are not only jealous of their authority to make appropriations, but they are also frequently incapable of seeing school needs through our eyes.

If our experience in Louisiana is typical, it should be understood that the enactment of laws imposing taxes on special classes of property for the support of public schools is a very difficult task. The owners of the classes of property sought to be taxed are able to organize powerful lobbies of opposition, which are remarkably successful in convincing legislatures of the injustices and dangers of new kinds of taxation. It required all of the initiative and resourcefulness of a popular governor, the Hon. John M. Parker, to secure a severance tax for the building of a much-needed physical plant at our State University, and it was only through the united efforts of public school officials and teachers, supplemented by the aid of hundreds of influential laymen, that the Legislature was induced to tax tobacco products for the benefit of education. The pressing needs of the schools and the sound arguments advanced in support of the special taxation under consideration are brushed aside, and the dangers and injustices of the new forms of taxation are kept in the forefront, and if it be proven that *ad valorem* taxes have reached the breaking point, the alternative is accepted of providing no additional funds from any source.

My prediction is that we shall find it necessary in many or all of the states to supplement substantially *ad valorem* school taxes with taxes levied on special classes of property, for I think we are safe in assuming that the demands of public education will increase and not decrease, and that there will be no abating of the rebellion against *ad valorem* taxes. If then we are to satisfy the requirements of the public for school facilities for the children of this country we shall be forced, I believe, to abandon the practice of relying solely upon *ad valorem* taxes for school support, and to turn to new sources of revenues that will bring in new classes of contributors, or that will place a reasonable proportion of public school support on classes of property that can bear the tax load without breaking under the burden.

As the work goes forward an educational statesman has the opportunity to make himself immortal by devising a plan of administration that avoids all nuisance features and conceals the tax burden but insures 100 per cent. collections.

Then and Now in Somerville Schools

By A. E. WINSHIP

FROM Joshua H. Davis to Charles S. Clark is a long way, and to compare the achievement of the superintendent of schools of Somerville, Massachusetts, fifty years ago, with the achievement of the man who has put the Somerville schools of the twentieth century in the front line of thousands of American cities, would put the schools in the days of Mr. Davis in the ox-cart age.

Fortunately I have known the schools of Somerville rather intimately for fifty-five years, and served on the School Board of Somerville when Mr. Davis was superintendent. No one appreciates what Charles S. Clark is doing more than do I, but Joshua H. Davis was as good a representative of the school spirit of the 'seventies as there was in Massachusetts.

Mr. Davis was the personification of economy. He had no office expense. His home in East Somerville was his office. He had no office help, not even a stenographer. He had no traveling expenses, kept no horse, had no local express expense. He had little horse-car fare, no restaurant bills. He would start early and walk to West Somerville to carry needed supplies. He never attended a convention outside of Massachusetts, nor in Massachusetts as far west as Worcester. All that seems absurd now, but it was highly appreciated then. Economy was a noble virtue in Somerville in the 'seventies.

There was nothing modern in the curriculum, but the children mastered whatever they studied. They knew the multiplication table as well as they did the alphabet, and they knew their grammar and could spell the words in the spelling book. Throughness was in every heartbeat of Mr. Davis. No child came to school without clean hands and face, never with muddy shoes. No child was disrespectful or disobedient a second time.

How different all this today. Superintendent Clark is a modern business man. Supervising Somerville schools is big business, no more like that of fifty years ago than our subway-elevated system is like the horse cars of that day.

Mr. Clark has an office and office help more like the First National Bank than it is like the desk and closet Mr. Davis had in his modest home on Myrtle street. Mr. Clark has a telephone switchboard and a supply department. He not only does not carry supplies to West Somerville on foot, but he does not even know when any school needs supplies or when they get them.

Mr. Clark's schools have a curriculum as much more elaborate than any city in the United States had fifty years ago as Lindbergh's "Spirit of St. Louis" is like Darius Green's flying machine.

Today Somerville has a school system unsurpassed by that of any city in the United States, thanks to the vision, devotion, and professional skill of Charles S. Clark.

But Somerville did not bridge the chasm from old ways of the 'seventies of the nineteenth century to the new ways of the twentieth century by one span.

To change the figure radically, Superintendent Clarence E. Melleney with a long ploughshare turned up the "old sod" heroically. Superintendent Gordon A. Southworth harrowed it, smoothed down the rough places and made it look like the days of Joshua H. Davis, but it was far from being the same. Then Charles S. Clark came and raised entirely new crops, more varied and more marketable.

One of the outstanding features of Superintendent's Clark's administration is the careful handling of public school money, which has always been a characteristic of the city of Somerville. Notwithstanding the fact that the teachers are now well paid, elementary teachers having an obtainable maximum of $2,000, junior high school teachers without a college degree, $2,100, and with a college degree, $2,200, and notwithstanding the fact that there are first-rate junior high schools (an institution said by many to be ruinously extravagant) the per capita cost of instruction in Somerville for the school year ending June, 1926, was the lowest of all the cities of the state. The school dollar goes as far in Somerville as it does anywhere, and that is because of careful management.

—Somerville (Mass.) Journal.

The worst of the systems of physical culture is that they are apt to become chronic and therefore useless and morbid like ascetic self-chastisement. A man was never meant to contract his muscles for the sake of exercise.

—Richard C. Cabot.

Ethics in Teacher-Training

By MILTON BENNION
University of Utah

WITH the general acceptance of ethical character as one of seven objectives of secondary education it would seem self-evident that understanding of the principles of ethics should be a requirement of all high school teachers.

Right and wrong in the abstract are relatively easy of definition, but right and wrong are realized only in the concrete, and often in very intricate situations. This is especially true of an individual's obligations as a member of various institutions, and of the duties of these institutions, which can be performed only by united, intelligent action of their constituent members. There are fundamental ethical principles that underlie all government; these principles are determining factors in both legislation and administration. They also enter into judicial procedure.

Without a system of ethics or morals no church could long endure or be of service in modern society. The functions of the family are primarily ethical. Ethics is also becoming more and more fundamental in business and industry; this is very notable in the recent development of codes of ethics by most of the numerous trade associations. Such codes are of long standing in the older professions; they are in course of rapid development in the newer professions.

This being the status of ethics in the practical affairs of social, civic, and business life, the question may well be raised, How can a teacher of the social studies successfully deal with this phase of the work without previous study of it? It is the business of social ethics to discover, formulate, and apply the ethical principles involved in all the more significant phases of the social studies. This is especially true of sociology and social problems, civics and economics.

It is doubtful whether these ethical problems will ever be adequately treated in senior high school and junior college except by provision of a course in social ethics taught by one especially prepared for this type of work.

But even with this provision for teaching social ethics as a separate course, there is still need of thorough grounding in ethics on the part of teachers of related social studies. Only by this means can they have clear insight into the ethical problems that are sure to arise and should be discussed in their courses. Does it not follow that ethics should have a place coordinate with psychology and education in a teacher-training program for the social studies?

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State Associations and the N. E. A.

By ARTHUR H. CHAMBERLAIN

At Seattle Meeting of the N. E. A.

THE State Teachers' Associations bear a relationship to the National Education Association similar to that borne by the states of the Union to the Federal government. The Federal government is an entity aside from and independent of the individual states. In like manner each state has an individuality quite apart from its federal relationships. Stated differently, the National Education Association and the State Associations are co-operating factors in an equation; comrades in a mutual undertaking; partners in a joint enterprise.

The soundness of this statement of relationship can be established on determination of the respective functions of the National Education Association and the several State Associations.

The National Education Association has for three-quarters of a century been one of the chief centres of educational leadership in the world. Indeed, so far as the public schools are concerned, the National Association has occupied first place. From it has flowed the tide of educational inspiration. Out of it has come the sentiment for increased professional standards, for training of teachers and for improvement of teachers in service. The results of the investigations and reports of its committees and those of the National Council of Education have laid the foundation for the best practices in the matter of appointment, salaries, promotion and tenure of teachers; for advanced certification requirements; for modernized courses of study and for developing workable relationships between the home, community and school.

The National Education Association has become the court of final appeal in the matter of investigations, studies and reports on school problems. It has been, and will continue to be, the central clearing house for educational ideas and ideals.

Under our form of government education is, in the last analysis, a matter of state concern. The National Education Association can act in an advisory capacity to the states. On the other hand legal and authoritative action lies within the states themselves. While the fundamental principles underlying educational philosophy are the same throughout the states, their application and detail differ from state to state. School organization, courses of study, certification requirements, financial support, compulsory attendance laws—these and other matters are in the hands of the authorities in the individual states.

In like manner the various State Associations represent directly, even though non-governmentally, the educational activities of the several states. These State Associations should be the direct feeders of the National Association. The foundation, the growth and the perpetuity of the National Education Association are conditioned directly upon the strength and enthusiasm and productive activities of the state organizations.

Historically the State Associations in their earlier forms were the progenitors of the National Education Association. Strong state groups with outstanding leaders existed here and there, especially in the older states. From these groups spread the impulse to create a national organization of teachers. Local consciousness here, as in other social groups, preceded the larger national vision, which, in its turn, has given rise to the international body, namely, the World Federation of Education Associations.

When some years ago, before re-organization of the National Education Association had been realized on the delegate basis and before the State Associations were functioning effectively, membership in the National Education Association was a few thousand only. This membership fluctuated from year to year. In 1912 but one State Association had a full-time secretary; in 1923 twenty-four states had full-time secretaries. Today thirty-four states are thus served.

Fifteen years ago the membership in our State Associations was meagre and fluctuating. In 1923 there were scarcely more than 300,000 members in all the State Associations combined. Today there are in excess of 560,000 State Association members.

The growth in membership of the National Education Association from 8,000 to 175,000, as at present, is in a large measure owing to the growth of the State Associations and participation of the latter in National Association affairs.

Only recently have the State Teachers' Associations, through re-organization, become so powerful an influence in shaping public education. They have, nevertheless, for many years been important factors in all that pertained to education in state and nation. Before the year 1870 there were permanent state-wide organizations of teachers in twenty states of the Union. It is worthy of note as showing the influence of State Associations in the earlier day, that the call for the meeting at Philadelphia in 1857, at which time the National Teachers' Associa-

tion was formed, was signed by the presidents of ten State Teachers' Associations. These states were Illinois, Indiana, Iowa, Massachusetts, Missouri, New Hampshire, New York, Pennsylvania, Vermont and Wisconsin. The National Teachers' Association was the forerunner of the National Educational Association, now the National Education Association.

The logical relationship of the State Association to the national organization was thus early understood. There were held many informal conferences of those interested in State Associations and in the upbuilding of the National Education Association, to discuss the necessary inter-relationships and to establish desirable points of contact. The results of earlier conferences took definite shape eighteen years ago at the Denver meeting of the National Education Association. At that time there was created an organization which later gave rise to the present Association of Secretaries of State Teachers' Associations.

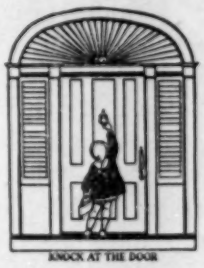
The foregoing historical facts have been cited to make clear the significance of the National Education Association and the fundamental nature of the State Associations and their importance in building and maintaining a great national organization of teachers. In this connection your speaker had occasion to say as early as 1916 that the State Teachers' Association is the one essential form of teacher organization. It is as true today as in 1916, that each State Association must have a representative central body; in other words, a delegate system. This body must be truly representative. Schools, children, education, in their broadest aspects, must be given prominence rather than over-emphasis upon special teaching interests or teachers representing special types of schools or special subjects. Every teacher in the state should be a member of the State Association.

In the National Education Association every teacher in America should have a voice. This is made possible through proper integration of the State Association with the national organization. In 1916, before the formation of the original committee on organization, of which the present speaker was a member, we advocated a plan of local, state and national affiliation such as would give every teacher an equal voice and vote. To quote from our earlier statement before the National Education Association: "In order to make the National Education Association more far-reaching in its influence, a delegate system should be devised whereby there will be a certain number of delegates to the Association from every state, depending upon the number of active members in the State Association." In other words, we advocated in 1916 a plan of organization under which local groups—county, city, club, and so forth—should find representation in the State Association, the latter organization in turn to function directly in the National Education Association. In this way there will result perfect integration of state and national bodies.

The above is offered only in the interest of more effective co-operation for the future. Let it be thoroughly understood that no prejudice is directed toward the local association. The national and state organization must foster and stimulate the locals. The significance of the local group in developing memberships and enthusiasms is given full consideration. These groups must continue to play their part—indeed, an ever-increasing part in the program of the National Education Association.

This part must be played, however, by these local groups in their respective State Association. The State Association thus becomes the summation of all the local groups in the state, and the State Association, made up in a large measure of these various local groups, will carry over into the national organization as one unit rather than as a series of independent and disassociated units. In this way the morale and responsibility of the State Association is maintained. For, without this unity of action and this state morale and responsibility, the very foundations of the National Education Asso-

PLAYTIME



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ciation itself will be shattered and its perpetuity endangered.

Every effort must be made to do away with any possible friction between State Association and national organization. Difficulties have been experienced in some states in writing State Association memberships, because of overwhelming interest of local groups in making National Education Association membership take precedence over state membership. While, on the other hand, in certain of the State Associations, the cause of the National Education Association has not been sufficiently stressed. These difficulties must be ironed out. The interdependence of local, state and national groups must be realized. The report of the Committee on Appointment of Delegates and Kindred Questions of the National Education Association will, we feel, serve to clear up points at variance such as have been brought on by the tremendous growth of our National Association and the increasing demands made upon our state organizations. With the proper working unity established between the local groups and the State Association, the latter may more easily co-operate fully with the National Association. The writing of membership in the National Education Association may readily be handled through the State Association, as is already done in some states, thus tending to reduce overhead and to do away with duplication of effort.

Each State Association will act as the clearing house for its respective state in the matter of researches, studies and investigations. The results of these should be passed up to the National Association. Here again, with the National Education Association acting as national clearing house, duplication will be lessened and economy and efficiency attained. Effective as are our associations, the results of the investigations and studies in the National Education Association do not get back to all parts of the state as they ought. Nor do the findings of the State Association reach fully into the local groups. Complete co-operation means effective service, and finally, no State Association should expect the National Education Association to fight its personal battles; neither should there be interference by the State Association in matters that strictly pertain to the national organization.

To summarize: Local groups can function most effectively by a plan of representation in the State Association. The State Association, among its many other activities, can also serve as the appropriate liaison body between the great national society on the one hand and the local group on the other. The integration of local groups into the State Association, making the former a part of, instead of a part from the State Association, will yield best results. A series of proper relationships between local, state and national associations will make most effective the work of each.

As the Federal government is no stronger than is the joint strength of its constituent states, so the strength of the National Education Association depends upon the power and enthusiasm of its constituent State Teachers' Associations.

Increased growth, development and effectiveness of the National Education Association will be found to be conditioned upon like growth, development and effectiveness in the State Associations and in the co-operation of the latter with the National Education Association.

The Boy That Is In You

We think the finest thing that has been said to Lindbergh is the admonition of Dr. John Finley at the civic dinner: "May you be true to the boy that is in you."

And we recall the legend of the mother to whom was offered any divine gift she might choose.

And she answered: "Give to my child everlasting youth. I do not ask for him the everlasting aspect of youth, golden hair forever, an unwrinkled brow forever. But let him keep his simple heart unto his old years. This is youth enough."

Many men kill the boy that is in them. The boy is an encumbrance. He has ideals. He is the soul of honor. He is conscience. And if he is kept in a man's heart he at times speaks up, saying: "This thing that you are about to do is wrong," or "That thing is not what you were taught to do. Don't you remember?"

So the boy becomes an embarrassment to a man's success and is killed. Sometimes in a quiet hour his spirit may return to the man's side and say to him: "I am looking for the one in whose heart I used to be."

And the man may answer: "I am the one. Don't you know me?"

But the boy says: "You are not the one. In his face was tenderness, but yours is hard. His heart was simple, but in yours is guile. On his head was the light of my mother's spirit always following him; your head is in darkness."

—Editorial from New York Telegram.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Monkey and the Fire

A traveler was once overtaken by the night in a dense jungle. Partly from fear of wild animals and partly because of the cold, he built, beneath high, overhanging trees, a comfortable fire and then settled himself to a good night's sleep. Of course the red glow of the flames could be seen for a long distance. From far and near shy forest creatures drew near to gaze upon the new wonder. The most curious of all were the slim-backed monkeys who slipped hand over hand along the neighboring limbs of trees until they had come so near that the warm breath of the fire wrapped itself around them on their high perches, like a soft woolen robe. When morning came the man rose, cooked his simple meal and departed, leaving behind him the glowing embers of the fire. Nearby was the huge pile of dried limbs from which he had fed the flames at intervals through the night. Scarcely had the man gone out of sight when the monkeys descended from their roosts in the trees and gathered in a chattering crowd around the glowing coals. They held out their cold fingers to the warmth and turned themselves slowly about, enjoying the heat upon their backs and chests. The fire slowly died away, the red coals turned to purple ashes and, at last, one solitary ember glowed like a diamond in the black bed. Closer and closer came the monkeys until their fingers almost touched the last living coal. Meanwhile, within easy reach of anyone of the hairy arms, was the huge pile of dry limbs. Not one monkey dreamed of trying to keep the fire alive.

I hear you exclaim: "How silly of them! What stupid beasts!" and yet yesterday I heard of a young lady who expected every meal to be served on time, but who never dreamed of offering to wash a dish. The day before I learned of a boy who always shivered when he was cold and drew up closer to the kitchen stove, but who complained bitterly when he was asked to bring up fuel from the cellar. Human beings are not so very different from the monkeys in the story after all. Both have two eyes and two ears and hands and feet and bodies that are very much alike. Only as man shows self-reliance in aiding himself and self-sacrifice in aiding others does he advance very far above the level of the brute. Before us burns the sacred fire and about us is the whole universe to feed it with. We have but to stretch forth a willing hand to bring into warmth and light the warming flames of love. It is a beautiful and comforting thought to know that each gentle act, each smile, each thoughtful deed, each cheery word, each evidence of love with which we feed the flames of human life, serves not only to warm ourselves, but those eager ones, also, who gather, through the darkness, to the fires that we have kept alive.

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Almost Anyone

There was once a fairy named Almost Anyone who dwelt in the house of his father under the roots of a great oak known far and wide as the Tree of Life. The day came when Almost Anyone prepared to leave his father's house and go out to make his own way in the world. As he stood in the doorway, cap in hand, his father said to him: "Son, where are you going?" "I am about to seek through the world for Happiness," answered the son. "Do you know," replied the father, "that Happiness does not exist except in your own soul?" "Does not exist!" cried Almost Anyone. "Why, father, everyone in the whole world is searching for Happiness and someone is finding her every day." "Very true," said the father, "but, just the same, Happiness does not exist except in your own soul. My boy, you have yet to learn that the Happiness people finally find is the same Happiness that has been growing up in their souls and which, finally, takes some earthly form. Make up your mind, therefore, what manner of Happiness you desire; go on your journey faithfully and that kind of Happiness will greet you somewhere along the road clothed in the garments of earthly things." So saying the father gave his son a magic ring named Reason. "Because I love you so very much," he said, "I give you this magic ring. If at any time you wish to see the kind of Happiness which you seek breathe on the ring and say: "O Happiness that comes from this or that, appear to me," and at once that Happiness will be seen in the setting of the ring."

At a crossroads, not far off, Almost Anyone came across a group of young men who were smoking cigarettes. "Join us," cried one. "Here is Happiness for all time to come," but Almost Anyone thought of his father's words and said to himself: "Here is a chance to try the ring," so he breathed on it and said: "O Happiness that comes from cigarette smoking, appear to me," and instantly an ugly bloodsucker coiled its black body around the setting in the ring and moved its horrid head this way and that as though sucking human blood. At the sight Almost Anyone shuddered and would have torn off the ring and thrown it away had not, at the same instant, the bloodsucker disappeared. "Excuse me," said Almost Anyone, "I want none of the Happiness that comes from smoking cigarettes. I know what it looks like and what it will do to me." So saying, Almost Anyone went on his way. In time he came to a young man sitting on a rock beside the road. "Friend," said he, "why do you sit on that rock?" "I am waiting for night to fall," said the stranger. "When it is good and dark I am going to rob the treasure chest in yonder castle. With plenty of money in my pocket I shall be the happiest man in the world. Come along with me and I shall divide the gold." While he was talking Almost Anyone thought of his ring and breathed on it and said in silence: "O Happiness that comes from stealing things, appear to me," and instantly a maggot such as flies breed in a garbage can appeared in the ring's setting, and wriggled its fat body this way and that as though searching for food. The fairy prince shuddered and shook the ring and the maggot disappeared. "No thanks," answered the fairy prince. "Gold come at dishonestly is like a maggot in one's soul. It will eat into the spirit and destroy its beauty and fill it with disease and death."

So saying the fairy prince departed.

Almost Anyone—II

Towards evening of the same day Almost Anyone came to a little castle in whose courtyard a young man sat looking into a small pond. There were lilies on the surface with petals of soft pink and gold, and lovely green pads spread out their palms everywhere, but the young man sat intently watching a number of ugly eels that wriggled in and out among the rocks. "What are you seeing there in the water?" asked Almost Anyone. "Nasty thoughts," said the young man. "It's great fun to watch them wriggle in and out among the rocks. Come along and watch them with me." By this time the fairy prince had got so used to consulting the ring of reason that he breathed on it at once and said: "O

ring, show to me the kind of happiness that will grow up within my soul if I think dirty nasty thoughts," and at once a dead bird appeared in the setting of the ring. In each eye of the bird was a living blood-red worm. "No, no," cried Almost Anyone. "There is no real happiness in dead wings and blinded eyes such as come from evil thoughts. I prefer to keep my mind on the lovely water lilies." The evening of the next day the fairy prince came to a big tree under which lay a wounded man. Above the man's head, tacked to the tree, was a sign which said: "Give this man no help or you shall be dealt with in like manner." "What a dreadful thing," cried the prince. "I cannot pass by without giving a helping hand. On the other hand, if I do give this man aid I shall be set upon and beaten. I shall consult my ring," so the prince breathed on his ring and said: "Show me, O ring, the kind of happiness that comes from being kind in the face of trouble." At once, in the setting of the ring, appeared a brilliant little sun, and even as the prince watched, it rose higher and violets blossomed beside a rock and birds sang happily. "Kindness brings joy into the world," said the prince, and with that he bent over the wounded man and cared for him. While he was about his task of mercy three robbers broke from the woods near by and rushed at him. "Did you not read the warning?" said one. "You shall be beaten," said another. "We shall leave you like the man you help," said the third. At first the fairy prince was frightened and started to run away, but stopped when he thought of his ring. "O ring," he cried, "show me the kind of happiness that comes from running away," and instantly a cringing slave appeared in the setting of the ring. Over the slave stood a master who beat him with a long whip. "Better to die than gain that sort of happiness," cried Almost Anyone. So saying he turned back and faced the robbers and because he was armed with the sharp sword of righteousness, beat them so badly that they fled away crying for mercy.

Almost Anyone—III

But the day came when Almost Anyone stood on the banks of a small river. There was no ford handy and no bridge. The distance was too great to swim because of the coldness of the water. On the other shore lay a pleasant land with castles on high rocks and carpets of green grass around them and cornfields of golden grain, and cattle in all the meadows. "A most pleasant place," said Almost Anyone, "and one I should like to rule over, but since I cannot swim so far, and have no boat and because, also, of the deepness of the river, I cannot wade, I suppose I must pass on and search out a kingdom easier to reach." As Almost Anyone spoke he glanced down and there at his feet sticking out of the rushes was the prow of a noble boat. "What good fortune," said Almost Anyone, "I can get in and row across with no trouble at all," but when the prince reached the boat he found it fastened to a rock with a huge padlock upon which was stamped: "The rights of others. Break at your peril." "Shall I regard this padlock," said Almost Anyone, "when it keeps me away from the kingdom I wish to rule over? I shall consult my ring." Whereupon Almost Anyone breathed on his ring and was about to speak to it when his eye fell on the castles across the river and the beauty of them so blinded him that he cried out: "I shall not consult the ring. I shall break the lock and row across, but because I still may have need of it I shall hang the ring on the twig of a tree so that I may come back and get it." So saying Almost Anyone broke the lock and stole the boat and rowed away, leaving the ring of Reason behind him on a tree. It was late at night when the Prince landed on the farther shore, for a strong current kept sweeping him down stream. When the morning came he started out at once to explore the kingdom. What was his dismay to find that the cattle in the fields were clumps of hay and the green fields marshes covered with a slimy scum and the lovely castles old rotted trees through which the wind howled. "Alas, alas," cried the Prince, "Is this the happiness I have gained by breaking the great lock that guarded the rights of others. In sorrow and despair I shall go back to where I left my ring." But search as he would the prince could not find the boat. The cold river ran swiftly between him and his precious ring. For a day he sat on the bank and wondered what was best to do. At last, he rose up and said: "I have sinned and must pay the penalty. Though the river is deep and swift and cold I shall plunge in and face it and perchance I shall regain my ring." I wish I could complete the tale by telling how the prince overcame the river and landed safely on the other shore, but alas, the water was very cold and deep and swift, and the strength of the prince failed before he had gone half way.

The Spirit of Life

Today I have a new message for you; something I wish every one of you could understand. Yesterday as I came to school I saw a lovely flower that the frost had touched in the night. Its color was blackened; its perfume gone; its beauty was no more. A little further on I saw a flock of bluebirds getting ready to go south and I recalled the happy little songs they sang during the summertime. A little further on I came across a dead butterfly lying like a flattened fairy sail beside the road. Later, in the same day, I saw a little girl do a kindly deed. Today all these things are past and gone; the flower is dead; the songs are sung, the wings are folded close, and the noble deed is done. Yet, this is my message to you: I have faith to feel that no flower perishes; that no song of bird is lost forever; that no flash of golden wing fades utterly, that no good dies. Now girls and boys, you may wonder that I have a faith like this, but all these things that I have mentioned come out of life, that God-given quality of soul that is so powerful that it causes the dead dust to take on the colors of the flower; to sing a morning song in the throat of a bird; to spread golden wings from the back of a butterfly; to do noble deeds with the heart and hands of a human being. Thus the spirit of life that comes from God obeys His will in the flower, the song, the flashing wing, the noble deed, and though dust may return to dust, the memory of the great Father never fails and the flower that has obeyed His will by spreading color and perfume about it, and the bird that has obeyed His will by sailing over the rippling seas of long meadow grass, and the human being who has obeyed His will by doing some kindly and noble deed, all these will surely never be forgotten and so will live on forever.

How Character Chats Are Best Utilized

After the teacher has read one of the "Chats" to the class, a pupil, previously designated as "judge" for the day, takes the teacher's place at desk or platform and asks what the class thinks about the story. When a number of pupils have expressed themselves freely the "judge" quickly decides which pupil has given the best interpretation. This boy or girl automatically becomes "judge" for the next day.

In order that the lesson of the "Chat" may become the children's own possession the teacher herself should refrain from comment. By all means let the pupils talk it out among themselves. Only when her opinion is directly asked should she enter into the discussion.

"Character Chats" are successfully utilized in all grades from the fourth to the ninth, inclusive, and in junior high schools. Any teacher having a specific character problem upon which help is desired, is invited to address the author, in care of this magazine.

EDUCATION IN ACTION

Political Raid On Chicago School System

Chicago's school controversy, which began with the accusation from Mayor Thompson that Superintendent McAndrew was a "stool pigeon of King George," and wound up with the charge of insubordination against the school head, is appraised with practical unanimity by the American press as a drive to turn the schools over to a political machine. Removal of the superintendent has been ordered by the school board, but the matter is pending in court. "Of serious nature is the effect of this conduct upon the children," declares the Springfield (Illinois) State Journal. The Fort Wayne News-Sentinel exclaims: "It's a shame, but—oh, well, the people usually get about the kind of government they have coming to them, although it's a pity that school children have to pay for the ignorance, the prejudice and the folly of certain absurd adults." The Chicago Daily Tribune declares that "the raid on the teaching of history in our schools must be resisted," and that there is yet to be found anybody siding with the mayor, "who has standing either as educator or historian." "Superintendent McAndrew has the backing of a powerful press in Chicago," it is pointed out by the Lincoln Star, "and of an organization of public-spirited citizens primarily interested in the preservation of the schools."

Favor Radio For Improving Speech

Miss Evelyn Rix of the Central Grammar School of Ridgewood, N.J., at the fourth annual meeting of the New England Association of Teachers of English, detailed the success of a radio program given by students of the Ridegwood school, in which the entire work was handled by the students. She declared that in her opinion the chief value of the radio as a teaching device was its power to awaken interest among boys and girls. John Merrill of Chicago echoed the remarks of Miss Rix in attributing to the radio the power of stimulating interest. "As teachers of English we are eager to secure better speech habits among our students," he said. "There is no better way to arouse a desire for better speech, and for consciousness of articulation, than to speak before a radio audience. The radio is a tremendous influence. It is setting our standards of speech. As a motivation for better speech and more accurate pronunciation among high school students I have found that the simulation of a broadcasting station in the classroom for the enactment of scenes from dramas has been remarkably effective.

Officers Go to School To Study Purchasing

The War department, often criticised as a spendthrift, has saved millions by a new system of buying supplies so successful that Secretary Hoover has recommended to the budget bureau its adoption by other governments. Two Massachusetts educational institutions have had an important part in establishing the system. Secretary of War Davis, while assistant secretary in 1926, began the practice of sending officers of the several supply branches of the army every year to the Harvard graduate school of business administration and to the Babson Institute at Wellesley for special training. Assistant Secretary MacNider estimates that several million dollars have been saved by the new system in the past two years, through more intelligent purchasing by these experts.

School Improvement Associations Disappearing

State school-improvement associations, which reached the crest of their popularity from 1909 to 1912, have almost disappeared from educational circles, and in many instances their work is now being carried on by parent-teacher organizations. Their decrease in number was directly due to the passing out of existence in 1915 of the Southern Education Board, their most liberal contributor, and to the rising attitude that school facilities should be supplied by means of taxation instead of private donations. From 1909 to 1912 approximately twelve states had active associations. With the exception of Maine and Connecticut they were confined to the South.

Plan for Reducing Freshman Failures

"At the present time from five to fifty per cent. or more of the students actually admitted to each college in the United States are eliminated in the freshman year, and a large elimination follows also in the sophomore year. These masses of students are sent back to home and community disgraced and disheartened, and constitute not only an economic waste, but a gross maladjustment of human energies, hopes, and ambitions," asserts Carl E. Seashore, head of the department of psychology in the University of Iowa. As a remedy he proposes examinations that differ from the college entrance examinations fostered in the past in scope, purpose and operation. His plan would establish a national service which would give, on a fixed day near the end of the senior year of high school, a thorough college qualifying examination, involving natural ability as well as knowledge of subject matter. The examination would be read at headquarters and its interpretation to the pupil would enable him to answer the question: "To what extent am I qualified for higher education?" In interpreting the results of the examination to the pupil four things are taken into consideration; (1) what he has already done outside of school; (2) a rating on character traits by his teachers; (3) his record of high school grades and other records of achievement; and (4) his own statement about what he would like to be or do.

Tilton School Now for Boys Only

Tilton School, Tilton, N. H., a coeducational institution for many years, has opened as a school for boys. The complete reorganization of the school program and the securing of additional boys to replace the girls no longer in attendance was carried through successfully during the vacation period. George L. Plimpton, headmaster since 1896, said that a building program now in progress contemplates a total expenditure of between $500,000 and $600,000. The new administration and recitation building, the fourth unit in the plan, is nearing completion.

More Americans Study Medicine

The number of students enrolled in the eighty existing medical schools of this country this year has again shown an increase over the previous year—an increase which has persisted since 1919, when the lowest ebb was reached in the enrollment of medical students, owing to the reorganization of medical education and the adoption of higher requirements. In that year only 12,930 students were enrolled in the eighty-five medical schools then existing. This year there were 19,662 students enrolled—the highest number since 1911. The number of graduates this year was 4,035, the largest number since 1910.

"Aviation in Industry" Class at Boston University

For the first time in any American college, it is believed, commercial aviation will have a place on the curriculum at Boston University. The course is not one in the mechanics or science of aviation, although the fundamentals of aircraft operation will be covered, but rather looks at aviation from the point of view of the business man. It will attempt, according to Dean Everett W. Lord of the College of Business Administration, to provide a "clear and concise analysis of achievements and possibilities of transport aviation, passenger, freight and express."

Parents Urged To Set Example

When teachers try to teach pupils to keep the school clean and find it difficult because the town doesn't keep its streets neat, what can be done about it? Call in a parent-teacher association, answers Mrs. B. F. Langworthy, representing the National Congress of Parents and Teachers. She related what one organization did in correcting petty gambling. In a certain school teachers found it hard to teach children it was wrong to match pennies and bet on athletics, because they argued it was no worse than for their fathers to bet on bridge and golf. "An appeal to the parent-teacher association," she continued, "brought such results that not only the students dropped the silly and harmful sport, but it is said that a wave of reform swept over the parents as well." Full co-operation with the school, she asserted, means home teaching which instills ideas of honesty, courage, industry, purity, respect for learning and good citizenship.

Chang Merges Nine Peking Universities

China's ancient capital, which for some years has made the boast of having more universities than any other city in the world, can no longer claim numerical superiority, for the nine "government universities," so called, have now, by mandate from Marshal Chang Tso Lin, been merged into one big institution called the Government Metropolitan University. During the last three years Peking's claim has been only an empty boast, for during that period money has been so short that the average terms of the nine universities have been little more than three months of every twelve. Chang Tso Lin pledges $150,000 a month the year through for salaries and operating expenses.

Pre-School Child Has Eyes Tested

Eye examinations and sight conservation classes in the public schools serve notably to increase the chances of American children having good vision through life. To wait until a child begins to learn to read before looking into his visual capacity is no longer considered wise. Careful studies of the eyesight of school children have revealed that some twelve per cent. are suffering from eye difficulties, many of which, it is thought, might be eliminated if the children were taken in hand before slight deficiencies became permanent handicaps. For this reason the National Committee for the Prevention of Blindness has undertaken pioneer sight work for the pre-school child, the results of which are now beginning to attract nation-wide attention. Its demonstrations with children ranging in age from two to six years have convinced the organization that it is possible to determine with a fair degree of scientific accuracy the visual acuteness of any child more than three years old.

School Children's Freak Mind Test

An intelligence test compiled for school children by Superintendent W. G. Paden of the Alameda, Cal., schools contains these questions: "Do gnats and locusts enjoy immortality? Is it disgraceful to teach a defenseless person decimals? Are all antique benches made of bamboo? Should one always be censured for playing a flute by the fireplace?" Superintendent Paden, admitting the questions to be funny, contends the child's mental age can be determined by analyzing his understanding of the words in the interrogations.

PHOTOGRAPHERS TO THE NATION'S SCHOOLS FOR TWENTY-FIVE YEARS

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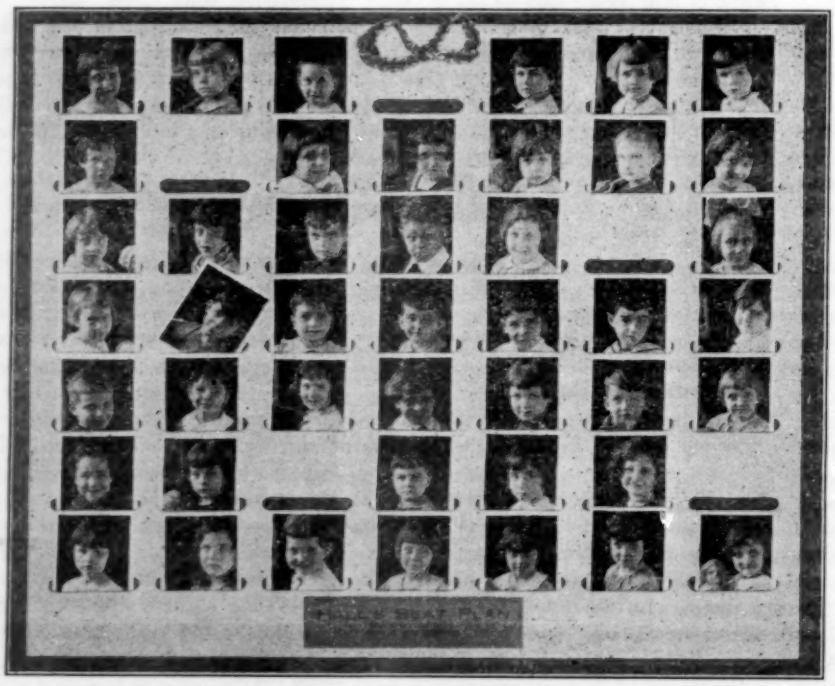

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LET US HEAR FROM YOU

France to Remove Ban On Athletics in Schools

Games of exercise doubtless soon will be permitted in French schools under a proposed law relieving teachers from direct responsibility for accidents. The Chamber of Deputies passed the bill and the Senate is expected to ratify it. French teachers now are criminally and financially responsible for all accidents to children at school, whether the teachers are at fault or not. All carry insurance, but they save themselves trouble, generally, by forbidding all but the simplest games, such as marbles and "catch" with a rubber ball. Some teachers permit nothing but walking at recess. Sports have thus been held in check. In the large schools, where there are gymnasiums, the program of exercise has been limited to calisthenics and work with apparatus that gave no chance for accidents.

Rural Schools Not Inferior

The city child has lost what is perhaps his greatest advantage over the country youth, for no longer can he boast of superior educational opportunities and facilities, according to a report of John J. Tigert, United States commissioner of education. Not only are rural schools becoming modernized in every respect, but the requirements for teachers have been raised too, while the majority of country schools have secured teachers equipped with specialized training. In this respect the country school is on a par with that of the city, and in addition has far superior playing facilities. The city as it exists today does not satisfy the fundamental needs of children, he says. Children need to play, but it is a rare city that has adequate play space, so located and supervised that it is easy for all children to play under wholesome conditions. The result is that a large number of children in the cities play in the only available place—the city streets.

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TREND OF THE TIMES

GOVERNMENT EXPERIMENTS have developed a potato that has become prolific in Alaska, producing at Mtanuska 322 bushels to the acre. Strawberries have been acclimated. Crossing Holstein-Friesian cattle with Galloway has resulted in hardy cows with yields of above 6,000 pounds of milk yearly.

"RUBBERNECK" AIRPLANES now are touring Europe. Tourist trips over Europe at a cost of $425 for sixteen days have been arranged by a London agency. The price includes hotels, food and transportation and automobile excursions from the towns visited. Towns on the air tour route are Amsterdam, Berlin, Dresden, Prague, Vienna, Munich, Zurich, Geneva and Paris.

SPEED LIMIT in Pennsylvania would undergo unique change if the suggestion of officials of the state motor federation is adopted. The general speed limit would be replaced by an individual one based upon ability. When a driver applied for an operator's permit he would be assigned a speed limit. "Some drivers think rapidly," declares President Haldeman of the federation. "Some think slowly. Some do not think at all. While the mentally agile operator may take care of himself and others at a speed of fifty miles an hour the slow thinker who travels at that rate is a menace to everything on the road."

SINGLE LEGISLATIVE body, instead of two-house legislatures, and an administrative code which would give the Governor of a state the authority of an actual business executive, were the proposal for improvement of state government made by Benjamin Gates, state auditor of Vermont, at the convention of the National Association of State Auditors in Boston.

PURCHASING VALUE of the dollar has increased nearly six per cent. since December, 1925, and now stands at the highest point since July, 1924. The dollar now is worth 61.7 cents as compared with the 1914 dollar. It was lowest in July, 1920, when its purchasing power had shrunk to 48.9 per cent. of the pre-war dollar.

HORSE IS SUPREME in spite of automobile competition, asserts President Sigler of the American Veterinary Medical Association. "The horse has adjusted himself to the competition of the automobile. He now is on the upward grade in the niches of the world's work, where he remains supreme despite the motor. The farmer has found the tractor and other motor implements cannot entirely supplant the horse," Mr. Sigler says.

SWIFT PROGRESS marking the present era of scientific discoveries is a constant threat to industry, and even national defence, declares Dr. C. E. K. Mees, research director of the Eastman Kodak Company. It is hazardous to start business, build a navy or recruit an army, Dr. Mees said, because a scientific discovery at any time might wipe out its usefulness.

CLOTHES BUDGET of the average urban citizen is little more than the clothes budget of the normal farm dweller, according to an investigation by the Department of Agriculture. In 1,337 farm families covered by the survey the average total expenditure was $1,559 of which $225 was spent for clothing. City families with about the same expenditure average $238 for clothing.

PORTUGAL, like England, is concerned lest lands settled by her shall do violence to the mother-tongue. Brazil's Academy, making a Brazilian dictionary, finds that the aborigines and Africans imported as slaves have added 4,000 terms to the vocabulary, besides numerous literary and popular terms unknown in Portugal.

CHRISTENDOM'S LAST monastic republic still holding sovereign power in its territory, that of Mount Athos in one of the Greek peninsulas, is to be deprived by Parliament of its command of the gendarmerie. This symbol of the Patriarch's civil sway will be for state reasons transferred to the authority of the Government.

BERLIN CLAIMS to be the only city in the world having a hotel for juveniles only. The hostelry takes care of children stopping in the city on their way to various summer resorts. A night's lodging is furnished for ten cents. A lunch or dinner costs seven cents.

LABOR NOW RECEIVES 62 per cent. of the cost of building a house; materials account for 38 per cent. In 1914 workmen took but 44 cents out of every dollar of cost, materials absorbing the remainder. Wages have been rising in the industry since 1917, offsetting the drop in brick, stone, cement and the like.

The BOOK TABLE

PRINCIPLES OF ABNORMAL PSYCHOLOGY. By Edmund S. Conklin, University of Oregon. 1 Park Avenue, New York: Henry Holt and Company.

There is no question but that Professor Conklin has created a more comprehensive account of the entire field of abnormal human behavior than can be found in any other one volume, and what is more important, he avoids a propagandist's attitude. He is up-to-the-minute in information and 100 per cent. honest in his treatment of the views of all enthusiasts. Personally, we started quite ardently to understand sympathetically the promoters of special strains of psychoanalysts, but when the masters of this attractive explanation of human affairs fell out and disagreed violently, we were too busy with real affairs to know who was who and what was what, and in Professor Conklin's elaborate work we have found ourselves at least well enough to have vistas of the causes of the apparent chaotic complex which was so distracting to those of us who were busy in dealing with real things in life.

The frankness and fairness of Professor Conklin has enabled him to produce a book of 460 pages that is intelligent to busy people who desire to know what the masters are saying and have a sensible attitude toward the new things that are being talked about. Although it is the biggest book in its class it is easier to read it than most books of a hundred pages.

THE TEACHING OF JUNIOR HIGH SCHOOL MATHEMATICS. By David Eugene Smith and William David Reeve, both of Teachers College, Columbia University. Boston, New York, Chicago: Ginn and Company.

The junior high school is less than twenty years old, and yet it is almost as vital and established a part of the school system as the senior high school. There has never been anything comparable to this in the evolution of the American school system.

Naturally the preparation of junior high school teachers has not kept pace with the changing situation. The elementary school teachers, even of the seventh and eighth grades, have rarely been prepared to do high school work such as is required in the junior high school, and senior high school teachers are even less likely to be able to step-down, as they say in long-distance power transmission when they reduce hydro electric power to a degree usable in frigidair service or house lighting or heating.

So far as we know "The Teaching of Junior High School Mathematics" is the first successful venture in "stepping-down" senior high school teaching of nine-ten-eleven-twelve grade high school teaching to seven-eight-nine grade junior high school students. We regard this as one of the notable textbook creations of the times.

TRAVELS IN MANY LANDS. China: Geographical Reader. By Harry A. Franck. Also "The Japanese Empire," by the same author. With many illustrations, largely from photographs by the author. Dansville, New York: F. A. Owen Publishing Company.

Mr. Franck is one of the best equipped men in the country to write of "Travels in Many Lands." The Century Company has published several highly attractive books of a popular nature resulting from his travels.

Among these "A Vagabond Journey Around the World," "Vagabonding Down the Andes," "Vagabonding Through Changing Germany."

Out of the vast material collected and the experiences enjoyed he has written these Geographical Readers. Much as we have read of China and Japan in the passing years, we found many new intensely fascinating facts and pictures in these books.

There is no excuse for any American child not knowing about the people of any foreign country when there are such books in the schools. There should be books without number available for pupils to enjoy while familiarizing themselves with nature and human nature the world over.

There will be little senseless and harmful reading when the schools give abundant practice in reading such attractive and informing books as these.

ON BEING A GIRL. By Jessie E. Gibson, Spokane, Washington. With Introduction by Henry Suzzallo, Ph. D. Cloth. 326 pages. New York: The Macmillan Company.

The professional personality is so vital a part of "On Being a Girl" that Miss Gibson can tell about the creation and use of the book much better than we can.

"Some five years ago the writer of this book began to experiment with discussion groups of younger girls in the high school. There were many phases of the greatest importance to those just beginning their journey which seemed to have no place either in regular high school courses or anywhere else. Anxious to see girls' interests through their own eyes, the leader approaches the work with definite plans for its general outlines, but with no details sketched in. She tried to listen, mostly; there were no set tasks for the girls, questions and discussions on any topic were encouraged. Out of those talks this book about girls' problems has grown. We find these problems of girls leading straight toward those sciences through which older people, too, have tried to study their problems, especially biology and sociology. For some reason, however, there is a great gulf between the two. The results of research and study have not yet been placed at the service of the average man and woman, still less have they been made ready for the use of young girls. In their formal aspects they are even to be regarded with caution and distrust rather than as aids for youth.

"High school girls, then, have helped to make this course, and whatever merit it possesses, lies in the fact that it is an outgrowth of their own experience and not a superimposed thing which someone thought they ought to have. They are eager to find the good in life, the good that will give them growth, happiness, and usefulness.

"While this material has been developed in high school, and while the school atmosphere clings to it still, it is presented here in a form that is flexible enough to be used to advantage by any person or organization interested in the development of wholesome, well-balanced womanhood."

Books Received

"Scaramouche." By Rafael Sabatini.—"Juan and Juanita." By Frances Courtenay Baylor.—"The Reorganization of Mathematics in Secondary Education." Part One. Edited by John Wesley Young. Boston, Mass.: Houghton Mifflin Company.

"Introduction to World Geography." By Philip A. Knowlton.—"Measurement in Secondary Education." By Percival M. Symonds.—"Nature Study and Science for Intermediate Grades." By Gilbert H. Trafton.—"Essays of Elia." By Charles Lamb.—"North America." By James F. Chamberlain and Arthur H. Chamberlain. — "Educational Yearbook 1926." Edited by I. L. Kandel.—"Directing Learning in the High School." By Walter S. Monroe.—"Essentials of Spanish." By Arturo Torres. Garden City, New York: Doubleday, Page and Company.

"The Buckingham-Osborn Searchlight Arithmetics." By B. R. Buckingham and W. J. Osborn—"Map Exercises, Syllabus, and Notebook in American History." By Mildred C. Bishop and Edward K. Robinson. Boston, Mass.: Ginn and Company.

"The Organization and Administration of Playgrounds and Recreation." By Jay B. Nash.—"The Nations of the World." Edited by Linwood Taft.—"American Indian and Other Folk Dances." Collected by Mary S. Shafter. New York: A. S. Barnes and Company.

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Briggs—"Speaking of resolutions, one of my offspring resolved: 'I will try to be even more manly this year than I was last.'"

Griggs—"That's a noble aim. You should feel proud of the boy who made it."

Briggs—"Boy nothing! It was my daughter."—The Pathfinder.

Get Padded

A student failed in an exam. in all the five subjects he took.

He telegraphed to a brother: "Failed in all five. Prepare papa."

The brother telegraphed back: "Papa prepared. Prepare yourself."—Buen Humor, Madrid.

Just to Find Out

The electrician was puzzled. "Hi!" he called to his assistant. "Put your hand on one of those wires."

The assistant did as he was told.

"Feeling anything?"

"No."

"Good!" said the electrician. "I wasn't sure which was which. Don't touch the other one or you'll drop dead."—The Signalman's Journal.

Perfectly All Right

The elder of a church in a small town in Scotland recently became ill, consulted a specialist and was told that he had a floating kidney. Much alarmed, he sought his minister and asked him to request that the congregation, on the following Sunday, offer prayers for his speedy recovery. The clergyman objected, because he said that he feared the congregation might chuckle aloud if he referred to a floating kidney.

"I see nothing to laugh at," said the indignant elder. "It was only last Sunday that you prayed for loose livers."

Borrowed

Grabb—"That's a fine lot of books you have. Why don't you get a case for them?"

Burr—"I would if I could get one in the same way I got the books. Have you a bookcase to lend?"—London Answers.

Ancient History

Young Man—"There is a book called 'Man, the Lord of Creation.' Have you it in stock?"

Girl Assistant—"No, we don't keep fairy tales."—Passing Show.

A Cause for Murder

They had been married just five years, and, as was her usual custom, the wife had made her husband a cake.

"George, dear," she said, "this is our fifth anniversary, and I've baked a fruit cake for tea."

Her husband put down his paper and took off his spectacles. It was easy to see that he was preparing to make a speech. He cleared his throat.

"How thoughtful of you, my dear!" he replied. "I have always looked back on the previous cakes as milestones in our life."—Answers, London.

Nothing to It

Jim—"Hello, where have you been?"

Jack—"To see my folks."

Jim—"And how did you find them?"

Jack—"Easy. You see, I knew where they lived."

Dad's Eye-Opener

Father—(coming unexpectedly to his son's frat house)—"Does Mr. Brown live here?"

Senior—"Yes, bring him in."

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Educational Opportunities

Editor, Journal of Education:—

For the fifth consecutive year the Prospect Union Association of Cambridge announces its newly revised edition of "Educational Opportunities of Greater Boston." This booklet lists about 2,400 courses of study available to working people of Greater Boston. The schools included have been carefully selected, only those giving evidence of good teaching ability and general reliability being listed.

The booklets may be examined at any Public Library in Massachusetts or at the Educational Exchange, 760 Massachusetts Avenue, Cambridge. A limited number of these catalogs are available for free distribution.

In addition to this information and accrediting service Prospect Union offers vocational counseling and educational guidance to men and women. No fees are charged, the Exchange being supported by endowment. Professor James Ford, of Harvard University, president of the corporation, states in the preface of the above described catalog:—

"Everyone, throughout life, should have the opportunity to make the most of his given capacities. The practical meaning of this statement is that, in any given year, each of us should be accorded the privilege of taking the next essential step in the process of self-development. To make one's growth consistent, to live happily, effectively, and creatively each individual should have access, at all times, to educational opportunities of first quality and to sympathetic and competent advice. The Prospect Union Educational Exchange is designed to meet these needs.

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"In so far as the Prospect Union Educational Exchange, through this pamphlet or through personal conference with its director, can help to bring each citizen in touch with the educational opportunity which he most needs, its purpose will have been accomplished."

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Meetings To Be Held

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Northeast Missouri District Teachers Association, Kirksville, Missouri: H. G. Swanson, Sec'y., Kirksville.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21: Franklin County Teachers Association at Greenfield, Mass. Ernest L. Lawton, president.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

27-29: Montana Education Association, R. J. Cunningham, 9 Kohrs Building, Helena, Bozeman, Great Falls, Miles City.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

28-29: Council of Education of the State of New Jersey: J. Heward Hulsart, Dover, N. J.; Newark, N. J.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published weekly at Boston, Mass., for October 1, 1927.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared A. W. Belding, who, having been duly sworn according to law, deposes and says the he is Treasurer of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, associate editor, and business manager are:—

Publisher—New England Publishing Company, 6 Beacon street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Business Manager—Isobel R. Lay, 60 Dartmouth street, Somerville, Mass.

2. That the owners are:—

New England Publishing Company, 6 Beacon Street, Boston; A. E. Winship, 46 Shepard Street, Cambridge, Mass.; A. W. Belding, 277 School Street, Watertown, Mass.; L. L. Winship, So. Sudbury, Mass.; Mrs. Alonzo Meserve, 87 Linden Street, Allston, Mass.; Loella R. Winship, 46 Shepard Street, Cambridge, Mass.; Isobel R. Lay, 60 Dartmouth Street, Somerville, Mass.

A. W. BELDING,
Associate Editor.

Sworn to and subscribed before me this 8th day of September, 1927.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

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